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# Behaviour Management Policy

**September 2026**

***Version 1.15***

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***Date of ratification by governors: 07.10.26***

***Date of next review: September 2027***

## **1 Introduction**

- 1.1 This policy aims to outline and make clear the expectations of children's behaviour at Sonning Common Primary School. It also details rewards and sanctions.

## **2 General Expectations**

- 2.1 There is an expectation that children behave in an acceptable way in all situations and not only when under direct adult supervision.
- 2.2 All staff are involved in maintaining expectations of trustworthy behaviour, politeness and mutual respect within the school. Staff will be supportive but will recognise that mistakes can be made and that children should be listened to carefully.
- 2.3 It is the role of every adult to support good discipline, to set consistent expectations and to be vigilant around the whole school. Particular concerns relate to playground discipline, movement to and from classrooms, lunch hour organisation and leaving and entering school and classroom. Definitions of acceptable and unacceptable behaviour will be made clear to all children, in line with the school values.
- 2.4 There is an understanding that inappropriate behaviour may well be a sign of undiagnosed need. Children who are frequently exhibiting such behaviour will be closely monitored and interventions will be put in place to support the child. At this point the SENCo will be involved, and parents informed.

## **3 Rewarding Positive Behaviour**

- 3.1 Correct behaviour, underpinned by our five school values, is expected at this school and staff will always reward children who behave well with praise, thanks or other rewards.
- 3.2 All staff are encouraged to model good behaviour at all times and we hope this is reflected in the conduct of the children.
- 3.3 There are a variety of rewards for good behaviour. Rewards in class will be given for many different positive behaviours such as politeness, good manners, good working attitudes and being sympathetic to friends and other people. These positive attitudes will be recognised by the child's class teacher and other staff. Children will be rewarded with praise, team points and Star of the Week certificates.

### 3.4 Team point certificates

- *50 team points will earn a Bronze Award certificate*
- *100 team points will earn a Silver Award certificate*
- *150 team points will earn a Gold Award certificate*
- *200 team points will earn a Platinum Award certificate*

### 3.5 Headteacher's Awards

There are three Headteacher's Award certificates awarded at the end of each term to each class. They are usually awarded in a whole school assembly at the end of each big term.

In exceptional circumstances, the Headteacher can decide to award an individual Headteacher's Award to a pupil who has shown outstanding commitment to the values of the school.

### 3.6 Value Bands

Value bands will be awarded to pupils who show that they always follow our school's values. There are different value bands for each Key Stage.

- *Respect - dark blue in KS1 and purple and white in KS2*
- *Kindness – light blue in KS1 and light blue and white in KS2*
- *Truth – red in KS1 and red and white in KS2*
- *Politeness – yellow in KS1 and yellow and white in KS2*
- *Doing-your-best – green in KS1 and green and white in KS2*

In addition, we have multi-coloured bands for each Key Stage which are awarded to pupils who achieved all the value bands above and continue to follow all our school values.

### 3.7 Golden Ticket

The school will run a Golden Ticket event three times per year at the end of each 'big' term (in December, March/April and July). Each class will be given ten tickets to be given to children who have not received a code for the entirety of that term. Those children will receive a reward, such as a movie morning or other fun activity.

## **4 Managing Behaviour**

- 4.1 All staff adhere to a code system for managing behaviour. *Please see appendix 1.*
- 4.2 The code system is used by members of the Senior Leadership Team to track pupils' behaviour and provide support and advice to teachers and teaching assistants towards reducing behaviour incidents.
- 4.3 A pupil being given a code will receive the consequence as soon as is practical so that the consequence may be seen to be linked to the undesired behaviour. Playtime linked to this consequence will be used as a time for quiet reflection and also for the pupil and teacher to discuss why the behaviour is undesirable.
- 4.4 Where we have identified multiple codes being given to the same child for the same behaviour, an individual plan may be written to target improved behaviour. Codes will still be allocated to the pupil but not verbalised as this will enable behaviour to be tracked. At this point the SENCo will be involved, and parents informed.
- 4.5 Unacceptable behaviour may additionally result in a child being asked to work or play elsewhere for that session at the discretion of the adult in charge.

## **5 Behaviour outside school**

- 5.1 A pupil of Sonning Common Primary School either on a school trip or outside the school's gates in school uniform who is identified as being from Sonning Common Primary may be disciplined by the headteacher if their behaviour falls short of the expectations of the school.

## **6 Challenging behaviours**

- 6.1 Pupils who display challenging behaviours will receive support from the class teacher, the SENCo, and outside agencies may also be consulted. Please refer to our Positive Handling Policy.

## **7 Serious Incidents**

- 7.1 These will be dealt with directly by the Headteacher. Parents will be contacted and may be asked to attend a meeting in school. All serious incidents are formally recorded.

Where incidents are sanctioned by suspensions, pupils and their parents will be invited to attend a re-integration meeting to support the pupil settling back into school in a positive way. This meeting needs to be completed before the pupil can come back into school.

## **7.2 Bullying**

The Headteacher will investigate incidents and collect evidence from all concerned. They will use their judgement to decide what action should be taken which may involve loss of outdoor playtime, being asked to work in a different classroom or, in serious cases, suspended from school. Please refer to the school's Anti-Bullying Policy for full details.

## **7.3 Damage to school property**

Parents/carers will be asked to pay the cost of repairs. This will not be tolerated and may result in loss of playtime or suspension.

## **7.4 Fighting**

Any child who causes injury to themselves or others will be removed from the situation whilst the headteacher investigates.

## **7.5 Hate crimes**

Crimes committed against someone because of their disability, transgender-identity, race, religion or belief, or sexual orientation are hate crimes and will be reported to the police.

## **7.6 Malicious accusations against school staff**

This will not be tolerated and will result in internal or external suspension.

## **7.7 Physical or verbal aggression**

This will not be tolerated and may result in internal or external suspension.

## **7.8 Theft**

The Headteacher will investigate allegations of theft and use his judgement to assess the situation. We reserve the right to search pupils' clothing and/or their bags in an attempt to recover the stolen item. We reserve the right to involve the police if we deem it necessary.

## **7.9 In all the above instances the Headteacher will investigate and permanent exclusion may be used, in accordance with Local Authority guidelines, as a last resort.**

## **8 Role of the Headteacher**

### **8.1 The Headteacher aims to:**

- *recognise children's achievements, praise good learning and good behaviour*
- *support all staff by listening to their concerns*
- *support all children by listening to their concerns*
- *ensure that everyone understands the need to show respect for others*

### **8.2 The Headteacher will:**

- *be the ultimate decision-maker in general school and classroom discipline*
- *discipline children in accordance with this policy*
- *when necessary, make a plan between a child, teacher and parents to deal with problem behaviour*
- *not allow children to participate in school trips if they have behaved inappropriately on previous trips, or, in their judgement, may disrupt and spoil trips for other children*
- *suspend or exclude a child for behaviour that seriously threatens the good discipline, morale and smooth running of the school after due consultation with staff and the parents of the child*

## **9 Role of staff**

- 9.1 All staff are involved in maintaining expectations of trustworthy behaviour, politeness and mutual respect within the school. Staff will be supportive but will recognise that mistakes can be made and that children should be listened to carefully.

## **10 Role of governors**

- 10.1 It is the role of governors to monitor the implementation of this policy and to ensure that it is applied consistently and fairly, particularly taking into account the Equality, Inclusion and Diversity Policy. Governors will be involved as appropriate with exclusions.

## **11 Role of Parents**

- 11.1 When children join the school, parents are asked to sign a home/school agreement which states that parents will '*support the school code of discipline and behaviour*'. Parents and staff are expected to support each other and work in partnership.

## **12 Dissemination**

- 12.1 This policy is available on the school website and a paper copy can be obtained on request from the school office.

## **13 Reviewing the Policy**

- 13.1 This policy will be reviewed annually by the Headteacher and monitored by the Link SEN Governor.
- 13.2 This Policy conforms to:
- *Section 175 of the Education Act 2002*
  - *Section 89 of the Education and Inspections Act 2006*
  - *Section 149 of the Equality Act 2010*

## **14 Governors' Behaviour Statement**

- 14.1 Rationale and Purpose. This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body) and the Equality Act 2010.
- 14.2 The Education and Inspections Act 2006 and DfE document Behaviour and discipline in schools: guide for governing bodies (September 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the headteacher in determining measures to promote good behaviour.
- 14.3 The purpose of this statement is to provide guidance for the headteacher in drawing up the Sonning Common Primary School Behaviour Policies so that they reflect the shared aspirations and beliefs of governors, staff, parents and carers for the children in the school, as well as taking full account of law and guidance on behaviour matters. Staff should be confident that they have the Governors' support when following this guidance.
- 14.4 This is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the Behaviour Policies at Sonning Common Primary School, though they must take account of these principles when formulating this.
- 14.5 The headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for headteachers and school staff (January 2016).
- 14.6 The Behaviour Policies must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.



## Succeeding at Sonning Common Primary School



At Sonning Common Primary School, we value and reward positive behaviour and good choices. In this school, we all try our best to be respectful, kind, honest, polite and hardworking at all times.

When we achieve these standards of behaviour we are rewarded.

We may reward you with:

- \* Team points
- \* Team point certificates
- \* Star of the week certificates
- \* Headteacher's Awards
- \* Value bands
- \* Special privileges or activities
- \* Trophies
- \* Golden ticket rewards

Sometimes, you may not meet these expectations of behaviour, make a mistake or a wrong choice. If this is the case, you may receive a code.

### ORANGE CODE

You will be given a verbal warning first.  
If you repeat the behaviour in a session you will be given an orange code.

This will be for any of the following:

- Calling out
- Talking at the wrong time
- Making silly noises
- Not listening
- Interfering with others' learning
- Not being in the right place at the right time

KS1 pupils will miss 5 minutes of play and KS2 will miss 10 minutes.

If you get two oranges in a day you will get a blue code.

### BLUE CODE

This will be given if you already have an orange code and repeat the same behaviour in a session.

It will also be given for any of the following:

- Ignoring any adults' instructions
- Breaking school values
- Deliberately misusing property
- Name calling or swearing
- Not working/participating in a group
- Deliberate unkindness

For each blue code, you will lose your next morning playtime. And your parents or carers will be informed.

### PURPLE CODE

This is serious. The head teacher and your parents will be informed.

This will be given if you already have a blue code and repeat the same behaviour in a session or within the same day.

It will also be given for any of the following:

- Swearing to insult
- Disrespecting adults
- Deliberately hurting others
- Deliberately spitting, bullying or fighting

You should expect to be suspended for a period of time.

### RED CODE

This is extremely serious. The head teacher and your parents will be informed.

This will be given if you already have a purple code and repeat the same behaviour in a session or within the same day.

It will also be given for any of the following:

- Planned violence
- Theft or vandalism
- Any hate crime (racism etc)
- Persistent bullying

You should expect to be suspended for a period of time.